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ABSTRACT

The academic records of over 2,000 students who were required as a result of their national percentile scores on the Cooperative English Examination to take a remediation course in reading and writing skills during their first semester at Queensborough Community College (New York) were compared to the academic records achieved by an equal number of students who were not required to take a remediation course. The basis of comparison used was the grades received by both groups of students in various introductory academic courses taken one semester after the remedial students had taken their required reading and/or writing course. The same survey was conducted the following year with the new class of incoming freshmen. In both years of the study, the academic performance of the former remedial students with regard to the percentage of passing grades they received was very comparable to the percentage of passing grades received by the non-remedial students. The implications may be useful for evaluating programs given to underprepared students in two-year colleges. Extensive tabular data are appended. (Author/JDS)

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QUEENSBOROUGH COMMUNITY COLLEGE
The City University of New York
Department of Basic Educational Skills

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March 1974

A Follow-up Study:

How Do Basic Skills Students (those required to take Remedial Reading and/or Writing courses) Compare With Non-Basic Skills Students In Some of Their Subsequent College Courses?

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ABSTRACT

The academic record of over 2,000 students who were required to take a remediation course in reading and/or writing skills during their first semester at Queensborough Community College as a result of their national percentile scores on the Cooperative English Examination was compared with the academic record achieved by students who were not required to take a remediation course. The basis of comparison used was the grades received by both groups of students in various introductory academic courses taken one aemester after the remedial students had taken their required reading and/or writing course. The same survey was conducted the following year with the new class of incoming freshmen. In both years of the study, the academic performance of the former remedial students with regard to the percentage of passing grades they received was very comparable to the percentage of passing grades received by the non-remedial students. The implications may be useful for evaluating programs given to underprepared students in the two year colleges.

A Follow-up Study: How Do Basic Skills Students (Those Required to Take Remedial Reading and/or Writing Courses) Compare with Non-Basic Skills Students in Some of Their Subsequent College Courses?

The Basic Skills Program at Queensborough Community College

Queensborough Community College is one of the two-year colleges of the City University of New York. In the late 1960's a Department of Basic Educational Skills was established at the College. The purpose of the department is to provide remediation in reading and/or writing skills for entering freshmen who appear to be in need of such assistance.

The Cooperative English Examination is used as a placement test to determine which entering students shall be required to enroll in remedial courses in reading and/or writing. Students scoring below specific percentiles, using national norms of the test, must register for the appropriate remedial course. The specific percentile criteria were arrived at after a careful study of various factors. In addition to educational need, administrative and practical matters such as size of the entering freshman class, amount of classroom space available for remedial courses, the number of instructors allocated to teach remedial students, and student class size in remedial courses had to be taken into consideration.

Entering freshmen at Queensborough who score below the 33rd percentile in "Total Reading", which involves vocabulary and comprehension factors, on the Cooperative English Examination, are required to register for the college reading and study skills improvement course. The college catalogue describes this course as a "workshop in college reading improvement to help develop reading skills and effective use of time in required college

reading. Emphasis on organizing ideas, increasing speed, improving comprehension and interpretation, developing vocabulary, and reading to remember facts." Formal and informal diagnostic procedures are used by each teacher at the beginning of every semester to determine the specific instructional needs and most appropriate materials for his or her students. Among the specific reading and study skills areas usually dealt with are: vocabulary building, identifying main ideas and related details, identifying patterns of organization in a variety of reading selections, note taking from lectures and from textbooks, skimming and scanning, critical reading, and test-taking techniques. Reading and study skills classes meet twice a week for a total of three class hours. In addition, students are required to spend one hour a week, to be arranged on their own time, in the college reading lab. The lab houses a wide variety of software and hardware materials to assist students in developing their reading and study skills. Among the materials in the reading lab are EDL Controlled Readers (to increase reading speed), various comprehension kits, vocabulary books, tapes to develop word pronunciation and note taking skills, and a lending library of paperback books. Classroom instructors prescribe lab work for individual students. Trained aides are present to provide additional assistance and guidance, when needed.

Entering freshmen at Queensborough who score below the 22nd percentile on the "English Expression" portion of the Cooperative English Examination are required to register for the college composition workshop course. The catalogue describes this course as one intended "for students with special writing problems who need intensified instruction, as determined by a standard placement examination and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization,

thought development, and grammar." As in the reading and study skills course, each teacher attempts to determine the specific instructional needs and most appropriate materials for his or her students. Among the specifics of grammar and mechanics usually dealt with in the writing course are: sentence completeness, verb tense, subject- verb - pronoun agreement, clear pronoun reference, correct punctuation and capitalization, sentence coordination, subordination, correct spelling, and vocabulary building. Considerable attention is also given to the expository form of writing, such as the type that is required for completing research papers and answering essay questions on examinations. Composition workshop course sections meet twice a week for a total of three class hours. In addition, one hour a week for each writing class is scheduled for individual student-teacher conferences. Typically, during a semester each student will confer individually with the student anywhere from three to six times concerning the written work done by the student in the composition workshop course. A "writing lab" is also available for student use. The lab is supervised by designated course instructors who are assisted by trained aides. Written work of the students is reviewed and discussed on a one-to-one basis. Attendance in the writing lab is not required, but is strongly recommended for students in these instances where it is felt that this additional work would be particularly advantageous. Some students voluntarily report to the writing lab one hour a week on a regular basis.

Methods and materials used in the reading adn study skills and in the composition workshop classrooms conducted by the Basic Skills Department at Queensborough are quite diverse, and, as might be expected, vary to some extent from instructor to instructor.

In addition to the traditional classroom lectures and class discussions, among the methods that have been used are: role - playing (to stimulate students in writing about a particular topic), oral reading and discussion of individual student reports, team teaching, and occasional class sessions in the college library (where the instructors can teach and supervise students' use of research materials). In addition to textbooks, among the materials which have been used in the classroom to maximize learning effectiveness include: overhead transparencies, slides, speed reading machines, and tapes (for practice with note-taking skills).

An attempt is made to limit remedial class size to 15 or 20 students. Due to fiscal problems at the City University of New York, however, this has not always been possible.

One of the main objectives of the Basic Skills Dept.'s reading and writing improvement courses at Queensborough is to effectuate reading and writing improvement to the point where students are able to transfer their improved abilities in these areas to subject matter courses offered at the College. Some departments at the college permit students to take the introductory courses of the department as corequisites with the reading and writing improvement courses. Other departments require the reading and writing courses be successfully completed as prerequisites before they permit students to enroll in any of their introductory courses.

Basic Skills Dept. Follow-up Study

The following study was made in an attempt to determine whether the reading and writing improvement courses offered by the Basic Skills Dept. at Queensborough Community College might in some way be playing an effective role in assisting remedial students to deal with their various subject matter courses at the College. In more

specific terms, the study was set up to determine the academic performance of these remedial students in various introductory academic courses for which they enrolled the semester after they had taken the remedial reading and/or writing courses. A comparison was than made with the academic performance in the same semester of non-remedial students from this entering freshman class.

In order to check on the reliability of the data which was collected, the same procedure was used the following year with the academic records of remedial and non-remedial students from that incoming freshman class. The records of more than 4,000 students were searched in each year of the study.

Results:

In most of the introductory courses during the two years of the study, a higher percentage of A and B grades was achieved by the non-basic skills students than was the percentage of the A and B grades received by the former basic skills students (7.9% and 29.7% as opposed to 2.9% and 18.1%). From the first to the second year of the study, the number of C's received by basic skills students, increased by 3.9%.

The total percentage of passing grades for former basic skills students showed an increase from 64.6% to 68.5%, also a rise of 3.9%. Correspondingly, in what may be an additional promising development, the total percentage of F's for former basic skills students decreased from 15.5% to 10.4%, a drop of 5.1%.

To carry the breakdown of results further, courses that traditionally require greater reading and/or writing requirements may be usefully focused upon. These may include English, History, and Social Science. In English, the percent of passing among

former basic skills students rose from 71.0% to 72.8%, an improvement of 1.8%; in History, the increase was more dramatic, from 55.4% to 62.3%, a rise of 6.9%; in Social Science, a slighter improvement was recorded, from 65.5% to 66.7%, an increase of 1.2%. While the number may not be overwhelmingly large for each of these areas, it is encouraging that improvement did take place.

Conclusions:

A perusal of the summary statistics at the back of this report appear to reveal a definite general pattern with regard to both former basic skills students and non-basic skills students at Queensborough Community College. In both cases, the percentage of passing grades continue to rise. It can only be conjectured at the present time as to what factors or combination of factors we might attribute this pattern.

The possibility exists that this increase in the percentage of passing grades might be due, at least in part, to the Basic Skills Department's remediation efforts in the area of reading, writing, and study skills. Some other possibilities or combinations of possibilities that might help to explain the percentages of passing grades for Queensborough students are: changing faculty grading standards, a change in the make-up of the student population at Queensborough, changing student attitudes toward their work, or some other factors which we have not yet been able to identify. This whole area might prove to be very fertile ground for further investigation and research.

The present study also indicates a similar trend in W or INC ("withdrawal" or "incomplete") grades being received by both former basic skills students and by non-basic skills students in various introductory courses throughout the college, with

a slight increase for former basic skills students.

Our general conclusion for this report is that former basic skills students appear to be entering and continuing to become an integral part of the mainstream of academic life of Queensborough Community College.

The department by department results, along with final summaries of the data, are compiled in the remaining pages of this study.

(In the charts which follow, a few letter symbols and abbreviations have been used: W = official student withdrawal for a course without academic penalty; INC = "incomplete" grade given to a student who has been passing the course and who has been granted additional time by his or her instructor to complete a semester project or report; the letters A,B,C,D,F, represent the traditional letter grades received by students in their courses; and the abbreviation "Sp" and "Spg." represent spring semester.)

ART - 11 Introduction to History of Art

Total Number												
Former Basic Skills Students	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
127 - Spg. '71	6	4.7	19	15.0	50	39.4	10	7.9	19	15.0	23	18.1
87 - Spg. '72	2	2.3	21	24.1	25	28.7	8	9.2	11	12.6	20	23.0
Non-Basic Skills Students 143 - Spg. '71	10	7.0	62	43.4	31	21.7	0	0	15	10.5	25	17.5
126 - Spg. '72	17	13.5	57	45.2	18	14.3	6	4.8	10	7.9	18	14.3

BIOLOGY 10 - Principles of Biology

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills	#	%	#	%	#	%	#	%	#	%	#	%
Students												
14-Spg. '71	0	0	1	7.1	2	14.3	5	35.7	6	42.9	0	0
11-Spg. '72	0	0	0	0	4	36.4	0	0	3	27.3	4	36.4
Non-Basic Skills Students												
3-Spg. '71	0	0	0	0	1	33.3	0	0	1	33.3	1	33.3
22-Spg. '72	0	0	4	18.2	14	63.6	0	0	2	9.1	2	9.1

BIOLOGY 11 - General Biology 1

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills	#	%	#	%	#	%	#	%	#	%	#	%
Students												
10-Spg. '71	0	0	0	0	4	40.0	1	10.0	4	40.0	1	10.0
28-Spg. '72	0	0	1	3.6	7	25.0	10	35.7	3	10.7	1	25.0
Non-Basic Skills Students												
25 - Spg. '71	1	4.0	3	12.0	5	20.0	3	12.0	6	24.0	7	28.0
30 - Spg. '72	2	6.7	5	16.7	13	43.3	4	13.3	3	10.0	3	10.0

BIOLOGY 12 - General Biology 2

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills	#	%	#	%	#	%	#	%	#	%	#	%
Students												
1 - Spg. '71	0	0	1	100	0	0	0	0	0	0	0	0
3 - Spg. '72	0	0	0	0	0	0	2	66.7	0	0	1	33.3
Non-Basic Skills Students												
20 - Spg. '71	0	0	5	25.0	5	25.0	2	10.0	4	20.0	4	20.0
35 - Spg. '72	0	0	5	14.3	11	31.4	11	31.4	4	11.4	4	11.4

COMPOSITE OF BIOLOGY 10, 11, 12

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills	#	%	#	%	#	%	#	%	#	%	#	%
Students												
25 Spg. '71	0	0	2	8.0	6	24.0	6	24.0	10	40.0	1	4.0
42 -Spg. '72	0	0	1	2.4	11	26.2	12	28.6	6	14.3	12	28.6
Non-Basic Skills Students												
48 -Spg. '71	1	2.1	8	16.7	11	22.9	5	10.4	11	22.9	12	25.0
87 -Spg. '72	2	2.3	14	16.1	38	43.7	15	17.2	9	10.3	9	10.3

BUSINESS 11 — PRINCIPLES OF ACCOUNTING 1

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students 101 Sp. '71	8	7.9	14	13.9	16	15.8	11	10.8	19	18.8	33	32.7
118 Sp.'72	10	8.5	14	11.9	24	20.3	15	12.7	14	11.9	41	34.7
Non-Basic Skills Students 83 Sp.'71	12	14.5	14	16.9	9	10.8	8	9.6	15	18.1	25	30.1
74 Sp.'72	20	27.0	19	25.7	6	8.1	7	9.5	10	13.5	12	16.2

BUSINESS 12 — PRINCIPLES OF ACCOUNTING 2

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students 52 Sp.'71	0	0	5	9.6	16	30.8	12	23.1	8	15.4	11	21.2
42 Sp.'72	5	11.9	8	19.0	6	14.3	8	19.0	7	16.7	8	19.0
Non-Basic Skills Students 47 Sp.'71	4	8.5	12	25.5	8	17.0	5	10.6	6	12.8	12	25.5
20 Sp.'72	7	35.0	6	30.0	4	20.0	1	5.0	1	5.0	1	5.0

BUSINESS 21 — BUSINESS ORGANIZATION AND MANAGEMENT

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students 94 Sp.'71	3	3.2	28	29.8	24	25.5	20	21.3	10	10.6	9	9.6
116 Sp.'72	3	2.6	19	16.4	43	37.1	21	18.1	11	9.5	19	16.4
Non-Basic Skills Students 62 Sp.'71	5	8.1	25	40.3	15	24.2	4	6.5	5	8.1	8	12.9
69 Sp.'72	5	7.2	29	42.0	14	20.3	5	7.2	8	11.6	8	11.6

BUSINESS 31 — BUSINESS LAW 1

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students 46 Sp.'71	0	0	9	19.6	20	43.5	8	17.4	8	17.4	1	2.2
60 Sp.'72	1	1.7	13	21.7	23	38.3	7	11.7	8	13.3	8	13.3
Non-Basic Skills Students 40 Sp.'71	2	5.0	6	15.0	15	37.5	4	10.0	8	20.0	5	12.5
57 Sp.'72	10	17.5	19	33.3	10	17.5	2	3.5	7	12.3	9	15.8

COMPOSITE OF BUSINESS 11, 12, 21, 31

Total Business	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students 293 Sp.'71	11	3.8	56	19.1	76	26.1	51	17.4	45	15.3	54	18.4
336 Sp.'72	19	5.7	54	16.1	96	28.6	51	15.2	40	11.9	76	22.6
Non-Basic Skills Students 232 Sp.'71	23	9.9	57	24.5	47	20.3	21	9.1	34	14.7	50	21.6
220 Sp.'72	42	19.1	73	33.2	34	15.5	15	6.8	26	11.8	30	13.6

ELECT. TECH. 11 ELECTRICAL CIRCUIT ANALYSIS 1

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
39 Sp. '71	7	17.9	9	23.1	8	20.5	2	5.1	8	20.5	5	12.8
40 Sp.'72	4	10.0	7	17.5	15	37.5	3	7.5	5	12.5	6	15.0
Non-Basic Skills Students												
10 Sp. '71	1	10.0	1	10.0	2	20.0	0	0	1	10.0	5	50.0
14 Sp.'72	5	35.7	4	28.6	2	14.3	1	7.1	1	7.1	1	7.1

ELECT. TECH. 12 ELECTRICAL CIRCUIT ANALYSIS 2

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
14 Sp. '71	1	7.1	7	50.0	4	28.6	0	0	0	0	2	14.3
27 Sp. '72	3	11.1	5	18.5	7	25.9	4	14.8	3	11.1	5	18.5
Non-Basic Skills Students												
23 Sp.'71	2	8.7	7	30.4	7	30.4	0	0	1	4.3	6	26.9
11 Sp. '72	2	18.2	2	18.2	4	36.4	3	27.3	0	0	0	0

COMPOSITE OF ELECT. TECH. 11, 12

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
53 Sp.'71	8	15.1	16	30.2	12	22.6	2	3.7	8	15.1	7	13.2
67 Sp.'72	7	10.4	12	17.9	22	32.8	7	10.4	8	11.9	11	16.4
Non-Basic Skills Students												
33 Sp.'71	3	9.1	8	24.2	9	27.0	0	0	2	6.1	11	33.3
25 Sp.'72	7	28.0	6	24.0	6	24.0	4	16.0	1	4.0	1	4.0

ENGLISH 11 — ENGLISH COMPOSITION 1

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
599 Sp.'71	14	2.3	178	29.7	135	30.1	42	7.0	75	12.5	105	17.5
471 Sp. '72	9	1.9	96	20.4	191	40.6	35	7.4	30	6.4	110	23.4
Non-Basic Skills Students												
141 Sp.'71	6	4.3	23	16.3	31	21.3	5	3.6	36	25.6	40	28.4
134 Sp.'72	11	8.2	44	32.8	28	20.9	6	4.5	15	11.2	30	22.4

ENGLISH 12 — ENGLISH COMPOSITION 2

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
238 Sp.'71	3	1.3	54	22.7	97	40.8	21	8.8	22	9.3	41	17.1
168 Sp.'72	4	2.4	47	28.0	72	42.9	11	6.5	11	6.5	23	13.7
Non-Basic Skills Students												
793 Sp.'71	53	6.7	241	30.4	234	29.5	37	4.7	75	9.5	153	19.3
588 Sp.'72	32	5.4	211	35.9	176	29.9	28	4.8	30	5.1	111	18.9

COMPOSITE OF ENGLISH 11, 12

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
837 Sp.'71	17	1.2	232	27.7	282	33.6	63	7.5	97	11.6	146	17.4
639 Sp.'72	13	2.0	143	22.4	263	41.2	46	7.2	41	6.4	133	20.8
Non-Basic Skills Students												
934 Sp.'71	59	6.3	264	28.3	265	28.4	42	4.5	111	11.9	193	20.7
722 Sp.'72	43	6.0	255	35.3	204	28.3	34	4.7	45	6.2	141	19.5

HEALTH EDUCATION 10 INTRODUCTION TO HEALTH EDUCATION

Total Number / Former Basic Skills Students	A #	A %	B #	B %	C #	C %	D #	D %	F #	F %	W or INC #	W or INC %
79 Sp.'71	3	3.8	2	2.6	22	27.8	19	24.1	22	27.8	11	13.9
64 Sp.'72	0	0	12	18.8	24	37.5	13	20.3	9	14.1	6	9.3
Non-Basic Skills Students												
29 Sp.'71	3	10.3	8	27.6	9	31.0	1	3.4	6	26.9	2	6.9
32 Sp.'72	3	9.4	8	35.0	12	37.5	1	3.1	4	12.5	4	12.5

HEALTH EDUCATION 11 - CRITICAL ISSUES IN HEALTH EDUCATION

Total Number / Former Basic Skills Students	A #	A %	B #	B %	C #	C %	D #	D %	F #	F %	W or INC #	W or INC %
94 Sp.'71	0	0	11	11.7	26	27.7	25	26.6	14	14.9	18	19.1
125 Sp.'72	6	4.8	26	20.8	50	40.0	19	15.2	9	7.2	15	12.0
Non-Basic Skills Students												
131 Sp.'71	4	3.1	35	26.7	39	29.8	14	10.7	13	9.9	26	19.8
147 Sp.'72	13	8.8	52	35.4	56	38.1	9	6.1	8	5.4	9	6.1

COMPOSITE OF HEALTH EDUCATION 10, 11

Total Number / Former Basic Skills Students	A #	A %	B #	B %	C #	C %	D #	D %	F #	F %	W or INC #	W or INC %
173 Sp.'71	3	1.7	13	7.5	48	27.7	44	25.4	36	20.8	29	16.8
189 Sp. '72	6	3.2	38	20.1	74	39.2	32	16.9	18	9.5	21	11.1
Non-Basic Skills Students												
160 Sp. '71	7	4.4	43	26.9	48	30.0	15	9.4	19	11.9	28	17.5
179 Sp.'72	16	8.9	60	33.5	68	38.0	10	5.6	12	6.7	13	7.3

HISTORY 11 HISTORY OF WESTERN CIVILIZATION 1

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
203 Sp.'71	2	0.9	22	10.8	74	36.5	32	15.8	29	14.3	44	21.7
102 Sp.'72	0	0	12	11.8	24	23.5	23	22.5	10	9.8	33	32.4
Non-Basic Skills Students												
220 Sp.'71	11	5.0	38	17.3	71	32.3	28	12.7	26	11.8	46	20.9
111 Sp.'72	3	2.7	34	30.6	29	26.1	16	14.4	10	9.0	19	17.1

HISTORY 12 HISTORY OF WESTERN CIVILIZATION 2

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
155 Sp.'71	1	.6	20	12.9	32	20.6	25	16.1	36	23.2	41	26.5
86 Sp.'72	3	3.5	16	18.6	24	27.9	15	17.4	11	12.8	17	19.8
Non-Basic Skills Students												
220 Sp.'71	13	5.9	37	16.8	58	26.4	36	16.4	39	17.7	37	16.8
160 Sp.'72	7	4.4	40	25.0	45	28.1	24	15.0	14	8.8	30	18.8

HISTORY 13 HISTORY OF WESTERN CIVILIZATION 3

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
98 Sp.'71	2	2.0	7	7.1	20	20.4	16	16.3	18	18.3	35	35.7
56 Sp.'72	1	1.8	4	7.1	14	25.0	16	28.6	7	12.5	14	25.0
Non-Basic Skills Students												
230 Sp.'71	10	4.3	44	19.1	60	26.1	39	17.0	31	13.6	46	20.0
100 Sp.'72	2	2.0	21	21.0	35	35.0	13	13.0	8	8.0	21	21.0

COMPOSITE OF HISTORY 11,12 13

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
456 Sp.'71	5	1.1	49	10.7	126	27.6	73	16.0	83	18.2	120	26.3
244 Sp.'72	4	1.6	32	13.1	62	25.4	54	22.1	28	11.5	64	26.2
Non-Basic Skills Students												
670 Sp.'71	34	5.1	119	17.8	189	28.2	103	15.4	96	14.3	129	19.3
371 Sp.'72	12	3.2	95	25.6	109	29.4	53	14.3	32	8.6	70	18.9

MECHANICAL TECH. 10 ELEMENTS OF TECHNOLOGY

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
8 Sp.'71	0	0	0	0	0	0	1	12.5	4	50.0	3	37.5
11 Sp.'72	0	0	4	36.4	2	18.2	1	9.1	1	9.1	3	27.3
Non-Basic Skills Students												
1 Sp.'71	0	0	0	0	1	100	0	0	0	0	0	0
1 Sp.'72	0	0	0	0	0	0	0	0	0	0	1	100

MECHANICAL TECH. 11 TECHNICAL DRAWING

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
9 Sp.'71	0	0	2	22.2	2	22.2	0	0	2	22.2	3	33.3
21 Sp.'72	4	19.0	9	42.9	3	14.3	2	9.5	0	0	3	14.3
Non-Basic Skills Students												
2 Sp.'71	0	0	1	50.0	0	0	0	0	0	0	1	50.0
3 Sp.'72	2	66.7	0	0	0	0.	0	0	0	0	1	33.3

COMPOSITE OF MECHANICAL TECH. 10, 11

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
17 Sp.'71	0	0	2	11.8	2	11.8	1	5.9	6	35.3	6	35.3
32 Sp.'72	4	12.5	13	40.6	5	15.6	3	9.4	1	3.1	6	18.8
Non-Basic Skills Students												
3 Sp.'71	0	0	1	33.3	1	33.3	0	0	0	0	1	33.3
4 Sp.'72	2	50.0	0	0	0	0	0	0	0	0	2	50.0

MUSIC 11 INTRODUCTION TO MUSIC

Total Number	A		B		C		D		F		W or INC	
	#	%	#	%	#	%	#	%	#	%	#	%
Former Basic Skills Students												
145 Sp.'71	14	9.7	18	12.1	36	24.1	14	9.7	32	22.7	31	21.4
70 Sp.'72	1	1.4	11	15.7	19	27.1	8	11.4	10	14.3	21	30.0
Non-Basic Skills Students												
174 Sp.'71	39	22.4	29	16.7	26	14.9	4	2.3	20	11.5	56	32.2
68 Sp.'72	6	8.8	13	19.1	23	33.8	5	7.4	11	16.2	10	14.7

NURSING 12 SELECTED FAMILY HEALTH PROBLEMS

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
2 Sp.'71	0	0	1	50.	1	50.0	0	0	0	0	0	0
2 Sp.'72	0	0	0	0	1	50.0	0	0	0	0	1	50.0
Non-Basic Skills Students												
35 Sp.'71	2	5.7	10	28.5	12	34.3	2	5.7	4	11.4	5	14.3
37 Sp.'72	1	2.7	10	27.0	22	59.5	2	5.4	0	0	2	5.4

SOCIAL SCIENCES 11 ANTHROPOLOGY

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
2 Sp.'71	1	50.0	0	0	0	0	0	0	0	0	1	50.0
11 Sp.'72	0	0	0	0	5	45.5	0	0	0	0	6	54.5
Non-Basic Skills Students												
5 Sp.'71	3	60.0	2	40.0	0	0	0	0	0	0	0	0
37 Sp.'72	5	13.5	14	37.8	11	29.7	3	8.1	1	2.7	3	8.1

SOCIAL SCIENCES 21 ECONOMICS

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
136 Sp.'71	1	0.7	6	4.4	38	27.9	42	30.9	22	16.2	27	19.9
148 Sp.'72	0	0	17	11.5	61	41.2	24	16.2	22	14.9	24	16.2
Non-Basic Skills Students												
112 Sp.'71	3	2.7	13	11.6	32	28.6	21	18.8	23	20.5	20	17.9
87 Sp.'72	2	2.3	20	23.0	34	39.1	9	10.3	13	14.9	9	10.3

SOCIAL SCIENCES 31 SOCIOLOGY

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
103 Sp.'71	11	10.7	12	11.7	49	47.6	7	6.8	9	8.7	15	14.6
145 Sp.'72	6	4.1	33	22.8	45	31.0	19	13.1	13	9.0	29	20.0
Non-Basic Skills Students												
139 Sp.'71	3	2.2	24	17.3	56	40.3	5	3.6	20	14.4	31	22.3
192 Sp.'72	11	5.7	40	20.8	54	28.1	38	19.8	14	7.3	35	18.4

SOCIAL SCIENCES 41 AMERICAN GOVERNMENT

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
27 Sp.'71	0	0	1	3.7	7	25.9	6	22.2	4	14.8	9	33.3
20 Sp.'72	0	0	2	10.0	8	40.0	7	35.0	0	0	3	15.0
Non-Basic Skills Students												
48 Sp.'71	1	2.1	5	10.4	16	33.3	4	8.3	7	14.6	15	31.3
33 Sp.'72	1	3.0	3	9.1	14	42.4	4	12.1	3	9.1	8	24.2

SOCIAL SCIENCES 51 PSYCHOLOGY

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
208 Sp.'71	24	11.5	49	23.6	43	20.7	21	10.1	30	14.4	41	19.7
212 Sp.'72	3	1.4	30	14.2	51	24.1	47	22.2	37	17.5	44	20.8
Non-Basic Skills Students												
122 Sp.'71	15	12.3	16	13.1	32	26.2	19	15.6	22	18.0	18	14.5
196 Sp.'72	23	11.7	49	25.0	58	29.6	17	8.6	16	8.2	33	16.8

SOCIAL SCIENCES 61 INTRODUCTION TO PHILOSOPHY

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
44 Sp.'71	1	2.1	5	11.4	14	31.8	3	6.8	8	18.2	13	29.5
20 Sp.'72	0	0	2	10.0	6	30.0	5	25.0	1	5.0	6	30.0
Non-Basic Skills Students												
68 Sp.'71	1	1.5	10	14.7	26	38.2	2	2.9	6	8.8	23	33.8
27 Sp.'72	1	3.7	8	29.6	8	29.6	1	3.7	2	7.4	7	25.9

COMPOSITE GRADES OF SOCIAL SCIENCES 11, 21, 31, 41, 51, 61

Total Number	A		B		C		D		F		W or INC	
Former Basic Skills Students	#	%	#	%	#	%	#	%	#	%	#	%
520 Sp.'71	38	7.3	73	14.0	151	29.0	79	15.2	73	14.0	106	20.4
556 Sp.'72	9	1.6	84	15.1	176	31.7	102	18.3	73	13.1	112	20.1
Non-Basic Skills Students												
494 Sp.'71	26	5.3	70	14.2	162	32.8	51	10.3	78	15.8	107	21.7
572 Sp.'72	43	7.5	134	23.4	179	31.3	72	12.6	49	8.6	95	16.6

SUMMARY SHEET OF GRADE PERCENTAGES BY DEPARTMENTS

INTRODUCTORY DEPART. SUBJ.	% PASSING				% FAILING				% W or INC			
	FORMER BAS. SK. STUDENTS		NON-BAS. SKILLS STUDENTS		FORMER BAS. SK. STUDENTS		NON-BAS. SKILLS STUDENTS		FORMER BAS. SK. STUDENTS		NON-BAS. SKILLS STUDENTS	
	#	%	#	%	#	%	#	%	#	%	#	%
ART Sp.'71	85	67.0	103	72.0	19	15.0	15	10.5	23	18.1	25	17.5
Sp.'72	56	64.4	98	77.8	11	12.6	10	7.9	20	23.0	18	14.3
BIOLOGY												
Sp.'71	14	56.0	25	52.1	10	40.0	11	22.9	1	4.0	12	25.0
Sp.'72	24	57.1	69	79.3	6	14.3	9	10.3	12	28.6	9	10.3
BUSINESS												
Sp.'71	194	66.2	148	63.8	45	15.4	34	14.7	54	18.4	50	21.6
Sp.'72	220	65.5	164	74.5	40	11.9	26	11.8	76	22.6	30	13.6
ELECT. TECH.												
Sp.'71	38	71.7	20	60.6	8	15.1	2	6.1	7	13.2	11	33.3
Sp.'72	48	71.6	23	92.0	8	11.9	1	4.0	11	16.4	1	4.0
ENGLISH												
Sp.'71	594	71.0	630	67.5	97	11.6	111	11.9	146	17.4	193	20.7
Sp.'72	465	72.8	536	74.2	41	6.4	45	6.2	133	20.8	141	19.5
HEALTH EDUC.												
Sp.'71	103	62.4	113	70.6	36	20.8	19	11.9	29	16.8	28	17.5
Sp.'72	150	79.4	154	86.0	18	9.5	12	6.7	21	11.1	13	7.3
HISTORY												
Sp.'71	253	55.5	445	66.4	83	18.2	96	14.3	120	26.3	129	19.3
Sp.'72	152	62.3	269	72.5	28	11.5	32	8.6	64	26.2	70	18.9
MECH. TECH.												
Sp.'71	5	29.4	2	66.7	6	35.3	0	0	6	35.3	1	33.3
Sp.'72	25	78.1	2	50.0	1	3.1	0	0	6	18.8	2	50.0
MUSIC												
Sp.'71	82	55.6	98	56.3	32	22.7	20	11.5	31	21.4	56	32.2
Sp.'72	39	55.7	47	69.1	10	14.3	11	16.2	21	30.0	10	14.7
NURSING												
Sp.'71	2	100.	26	74.3	0	0	4	11.4	0	0	5	14.3
Sp.'72	1	50.0	35	94.6	0	0	0	0	1	50.0	2	5.4
SOCIAL SCIENCES												
Sp.'71	341	65.6	309	62.6	73	14.0	78	15.8	106	20.4	107	21.7
Sp.'72	371	66.7	428	74.8	73	13.1	49	8.6	112	20.1	95	16.6

CUMULATIVE SUMMARY SHEET OF GRADE PERCENTAGES

GRADES	TOTAL BASIC SKILLS STUDENTS				TOTAL NON-BASIC SKILLS STUDENTS			
	Sp.'71	Sp.'72	Sp.'71	Sp.'72	Sp.'71	Sp.'72	Sp.'71	Sp.'72
	#	#	%	%	#	#	%	%
A	102	65	3.9	2.9	204	191	7.0	7.9
B	481	409	18.3	18.1	671	717	22.9	29.7
C	775	751	29.4	33.3	801	701	27.3	29.1
D	343	323	13.0	14.3	243	216	8.3	9.0
F	409	236	15.5	10.4	390	195	13.3	8.1
W or INC	523	477	19.9	21.1	621	391	21.2	16.2
	2633	2264			2930	2411		
Total with passing grades (A,B,C,D,) 1701	1551		64.6	68.5	1919	1825	65.5	75.7